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ABSTRACT

A course designed to sensitize the student to both verbal and non-verbal clues to the levels of meaning from written and non-written communication is presented. Course objectives include the following: (1) Students recognize examples of emotionally toned language; (2) Students determine attitudes from demonstrations of various body gestures, stances, facial expressions, and non-verbal use of time and space; (3) Students solve geometrical puzzles, word games, and word analogies; (4) Students discover the principles underlying critical thinking; and (5) Students determine what motivates people in making personal, societal, economic, and political choices. The course presents a variety of techniques for thoughtful listening, speaking, reading, writing and group interaction with peers and others. A number of methodologies are employed throughout. All involve student participation in the process of orientation, preparation, analysis, ideation, incubation, synthesis, and verification. (Author/CK)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS

Critical Thinking

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5187.04

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LANGUAGE ARTS QUINMESTER COURSE OF STUDY

CRITICAL THINKING

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Written by Sharleen Mathews and Bonnie Sipe

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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LANGUAGE ARTS QUINMESTER COURSE OF STUDY

COURSE TITLE: CRITICAL THINKING

Course Numbers

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COURSE DESCRIPTION: This course is designed to sensitize the student to both verbal and non-verbal clues to the levels of meaning from written and non-written communication. Practice is given in recognizing emotionally toned language, discriminating among reports, inferences and judgments; making inferences, identifying propaganda devices, perceiving cause and effect relationships and fallacies in logic.

I. PERFORMANCE OBJECTIVES

A. Students recognize examples of emotionally toned language.
B. Students determine attitudes from demonstrations of various body gestures, stances, facial expressions, and the non-verbal use of time and space.
C. Students solve geometrical puzzles, word games, and word analogies.
D. Students discover the principles underlying critical thinking to discriminate fact from opinion, inferences and judgments.
E. Students determine what motivates people in making personal, societal, economic, and political choices.
F. Students discuss critically various fallacies in logic.
G. Students discriminate between good and bad propaganda and draw inferences from selected items of propaganda.
H. Students analyze the devices, targets, and effectiveness of satire.

II. COURSE CONTENT

A. To develop and promote critical thinking this quinmester course has been designed for average and above-average students in grades 9-12 in high school. The course presents a variety of techniques for thoughtful listening, speaking, reading, writing and group interaction with peers and others. Emphasis is placed on student involvement, not only in large and small groups, but individual. The culminating performance for each section of the course is an individual problem-solving activity. A number of methodologies are employed throughout; all involve student participation in the process of

1. orientation--defining the content
2. preparation--gathering the material
3. analysis--breaking down the material
4. ideation--working up a number of tentative solutions to problems
5. incubation--pondering the ideas and developing additional ones
6. synthesis--putting the pieces together
7. verification--evaluating the results.

Materials range from fairly easy to difficult. In the final analysis, the writers of this course believe that critical thinking is allied with creative thinking and its purpose is primarily problem solving. It is hoped that when the learner completes this program of instruction, he will have developed a greater precision in the process of thinking and a fuller discovery of significant insights concerning himself and others.

B. Critical Thinking

1. Emotionally toned language (semantics)

    a. favorable and unfavorable words
    b. non-verbal and verbal communication
    c. levels of abstraction
    d. antidotes for propaganda
    e. effective literary devices
    f. grammatical devices
    g. informative, valuative, incitive and systematic language
    h. advertising
        (1) slogans
        (2) loaded words
        (3) biased and slanted writing

2. Non-verbal Communication

    a. picture drawing
    b. role playing
    c. pantomimes (with and without words)
    d. dramatics
    e. non-verbal advertising
    f. films without words
    g. sensitivity training

3. Brainteasers

    a. simple line figures
    b. mazes
    c. geometrical figures
    d. numbers
    e. word games
        (1) anagrams
        (2) palindrones
        (3) conundrums
        (4) riddles
    f. word analogies

4. Principles of critical thinking

    a. fact versus opinion
        (1) questions
        (2) vocabulary
            (a) spell
            (b) define
        (3) examples

b. generalizations
    (1) clues
    (2) assumptions
    (3) qualifications
    (4) inferences
c. inductive reasoning
    (1) definition
    (2) examples
        (a) identify
        (b) analyze
d. deductive reasoning
    (1) definition
    (2) examples
        (a) identify
        (b) analyze
e. causal relationships
    (1) definition and examples
    (2) analogies
f. scientific method
    (1) definition
    (2) application
    (3) problem solving

5. Motivation

a. personal and social choices
    (1) values
    (2) relationships
        (a) with peers
        (b) with family members
        (c) with others
    (3) experiences
    (4) ideas
        (a) conformity
        (b) prejudice
        (c) stereotype thinking
b. economic choices
    (1) advertising
    (2) salesmanship
    (3) The Hidden Persuaders
c. political choices
    (1) media
        (a) newspaper and magazines
        (b) radio and TV
        (c) movies
    (2) current issues

6. Fallacious thinking

a. irrelevant ideas
b. types of fallacies
    (1) ignoring the question
    (2) begging the question
    (3) hasty generalization
    (4) false analogy
    (5) mistaken causal relationship

c. examples of fallacious thinking
d. use of jargon and gobbledegook
e. scapegoating
f. refuting fallacies
g. research ideas

7. Propaganda

a. definition
b. kinds of propaganda
    (1) social
    (2) economic
    (3) political
        (a) choices
        (b) censorship
c. techniques
    (1) glittering generality
    (2) name-calling
    (3) card stacking
    (4) testimonial
    (5) plain folks
    (6) band wagon
    (7) transfer
    (8) other
d. examples and exercises
    (1) identify
    (2) draw inferences

8. Literary satire

a. purpose of satire
b. vechicles for satire
c. satirical devices
    (1) irony
    (2) sarcasm
    (3) parody
    (4) burlesque
    (5) caricature
    (6) lampoon
    (7) invective
    (8) diatribe
d. writers of satire
    (1) direct form
        (a) Juvenalian satire
        (b) Wylie, Waugh, Swift, etc.
    (2) indirect form
        (a) Menippean satire
        (b) Animal Farm, Brave New World, 1984, The Adventures of Huckleberry Finn, etc.
e. targets of satire
f. examples of satire

III. LEARNING ACTIVITIES

A. Objective Given some of the following materials and activities, the student will recognize examples of emotionally toned language.

1. Students view transparencies on overhead projector made from "What Everyone Should Know About Semantics." Students take notes and then discuss the meaning of semantics, non-verbal and verbal language, etc. (See Scriptographic Booklet #430C-3-67)

2. Students detect from two lists of words ones which might be interpreted as emotionally favorable or unfavorable. Examples: tricky, ingenuous
dignified, pompous
daring, foolhardy, etc.
Then students discuss their use or use them in original sentences.

3. Students prepare a list of "favorable" and "unfavorable" words to illustrate that people's words are colored by their emotions and personal interests. For example: When a parent is relaxed and in good humor, he may say that his child's behavior is "exploratory" and "reveals his resourcefulness." The following day, when the parent feels somewhat tense and irritable, that same behavior becomes, "destructive," "deliberately mischievous," and even "anti-social."
(See Sidney Harris' column STRICTLY PERSONAL which abounds with similar "antics with semantics.")

4. "Some people think Mr. X. a radical; others think him conservative." Students explain how judgments such as these can be made about the same individual. They illustrate their explanations by reference to ONE form of behavior.

5. Students read a list of incomplete current advertising slogans used on television, radio, newspapers, magazines, etc. For example: "Aren't you glad you use _____, don't you wish everyone did?" Students fill in the missing parts of the slogans and identify the products. Then students discuss just how effective the slogans are. Which ones appeal to them? Which do not? Why?

6. Students through mimeographed form read a passage which is loaded with emotional appeal. Then they rewrite the passage in a factual style, omitting all emotionally toned language. (See Warriner's Complete Handbook.)

7. Students find examples of various kinds of slanted writing in newspapers and magazines and bring to class for discussion.

8. Stereotypes often rest upon unwarranted generalizations and are frequently applied indiscriminatively to individuals. For example: The Italian gangster, the Irish drunk, the sly Chinese, the Shylock Jew, or the servant Negro. Students take test "So You Think You're Not Prejudiced," in November, 1970 issue of GLAMOUR. Compare answers to questions.

9. Students view film PICTURE IN YOUR MIND (Dade Co. AV #1-10146) on roots of prejudice to re-examine their own feelings and thinking on the subject.

10. Students write a paragraph from the following list of ideas which presents the character in a good light, and another paragraph, using the same facts, which presents the character as somewhat of a villain: wears a gaudy necktie, usually eats dinner at the Playboy Restaurant, frequently seen with his aged mother, lives in a shabby house. Students select various paragraphs to read to class; some might be dittoed for students to underline "loaded" words.

11. Two students or a committee of students present a debate or panel discussion of arguments given by Lester David in THE NATURAL INFERIORITY OF WOMEN and those given by Ashley Montagu in THE NATURAL SUPERIORITY OF WOMEN. Class discussion follows. Invariably opinions on this subject are based on emotions and prejudice rather than on objective consideration of the evidence. Ask students if this is so and why?

12. Student criticizes an editorial he has clipped from a recent newspaper. He discusses the method of organization the writer uses, his language (loaded words, etc.), his power of convincing the reader (or not convincing, as the case may be), and how the student would improve the argument. What other facts should be presented?

13. "Ignorance and fear make people helpless victims of dishonest emotional appeals. But the logical inference is NOT that we should suppress our emotions. What we must do is educate them just as we educate our minds." Student writes a paper in which he supports or attacks these views. If he supports them, he should make clear the ways in which we can "educate" our emotions.

14. "Strikes, lawsuits, divorces, all sorts of public nuisance and private misery, often come just from the gaggling incompetence with which we express ourselves." Write an account--factual or fictional--to demonstrate the truth of this statement.

15. Find an editorial which urges an action which most of us would consider to be in the public interest (as, for example, the building of a school to relieve overcrowding). Write an analysis of the means of persuasion used

by the writer. To the extent that you can do it, group them into (1) appeals to the intellect, and (2) appeals to the emotion. Finally, write a paragraph indicating which appeals you find most persuasive.

B. Objective Through the use and study of some of the following activities, the student will be able to determine attitudes from demonstrations of various body gestures, stances, facial expressions, and the non-verbal use of time and space.

1. Student B at blackboard draws a diagram of a specific figure according to directions given by student A. Student A should prepare in advance his directions so that they will be clear and fairly easy to follow.

2. Students explain specific directions from the school to a given destination in the city, giving a logical step-by-step explanation and using a city map as an aid.

3. Students draw a series of faces each one expressing a different emotion. Exchange papers and identify emotions portrayed.

4. Several students prepared in advance burst suddenly into the classroom and enact a violent scene accompanied by brief explosive dialogue. Then students write an exact account of what they have seen and heard. Students exchange their written accounts, read a few aloud, and discuss discrepancies in the reports.

5. Students prepare role playing materials such as policeman, lawyer, teacher, "brat," and present to class. Discuss.

6. Students view film THE EYE OF THE BEHOLDER (Dade Co. AV #1-30023) to determine "what is truth?" (In this film the same scene is dramatized various ways as the incident is perceived by observers.) Discuss the different perceptions, determining, if possible, why they are different.

7. Students prepare and present a pantomime between two people using appropriate gestures. Class observes and draws inferences.

8. Students present dramatized ways that teens manipulate parents, including non-verbal communication they would use. Examples: the "cry-baby routine," "the if you loved me, you'd let me" gambit, etc. (See MAN THE MANIPULATOR, Chapter 10.)

9. Students clip advertisements from newspapers or magazines to compare the ways the non-verbal communication is used by the advertisers. (See pp. 173-5 in DIMENSIONS OF LANGUAGE.)

10. Student selects a current television commercial that he has seen more than once. Then he analyzes the non-verbal communication in the commercial. How has the communicator used time, space, action and object to achieve his goals?

11. Discuss the fascinating subject of computers. Can these machines really think? (According to Rudolph Flesch there is one which does.) See Collier's 1965 Yearbook's excellent article, "Do Thinking Machines Think?" by Edwin Diamond. Discuss implications.

12. Students view film THE HAND (no words) to discuss its meaning. Other films with no sound can be used; then replayed after discussion with sound to evaluate students' accuracy in observation and drawing inferences and making judgments.

13. Students suggest ways to increase their sensitivity to non-verbal communication.

C. Objective Given a sufficient variety of examples of geometrical puzzles, word games and word analogies, the student will solve them according to his ability.

1. Students look briefly at a drawing or transparency on the overhead projector, then draw on paper exactly what they saw in the picture. Students exchange drawings for discussion. (See Rudolph Flesch, THE ART OF THINKING.)

2. Students do a series of perception exercises. Briefly show to students a series of simple, drawn figures. For example: With one group of students say "diamond in a rectangle" when showing the drawing. With another group shown the same drawing, say "curtains in a window." Students immediately reproduce a drawing of what they saw. Then the groups exchange drawings and discuss how the word pronounced with the drawing influenced the way they "saw" the figure. (For additional examples, see Rudolph Flesch, THE ART OF THINKING, (Chapter 3.)

3. Students trace the shortest path from one point to another in a series of puzzle mazes ranging in difficulty from easy to difficult.

4. Students read in various issues of SCOPE magazines the articles called "Hidden Clues" to try to unravel the mystery.

5. Place a teacher-prepared ink-blot picture of an object on the overhead projector. Students look at the picture for a minute then write a brief description of what they saw and what the picture represented to them. Then students exchange their written descriptions and read several aloud to class. Discuss implications of this distortion of what one sees.

6. Students try to unravel the mystery of WHO OWNS THE ZEBRA? or WHO SHAVES THE BARBER? and similar brain-teasers.

7. Students make crossword puzzles using Critical Thinking terms. One class uses another class's work.

8. A variety of word games from anagrams, palindrones, conundrums, riddles, etc., as well as mathematical puzzles, can be played to effectively relieve the seriousness of the subject of critical thinking.

9. Students find and trace "hidden figures" in a series of larger figures ranging in difficulty. (See "Gottschaldt Figures" in Rudolph Flesch, THE ART OF CLEAR THINKING, Chapter 12.)

10. Students collect word puzzles from newspapers to bring to class for solving. Example: Rearrange letters TERALBAY to spell an everyday English word (trayable). Or form as many new words as possible from another word or phrase.

11. Students prepare a list of word relationships with the aid of the teacher. This can be done inductively, for instance, carpenter: house = worker: article created carpenter: saw = worker: tool used. Also, prepared work sheets of antonyms, synonyms, and homonyms can be figured out by students in preparation for more difficult word analogies.

12. Students study word relationships and how to solve word analogies before undertaking the solution of a list of word analogies from easy to difficult. For example:
    milk: glass: picture: 1. wallpaper, 2. camera, 3. artist, 4. frame, 5. sofa.
    (See Earl F. Wood. SENIOR ENGLISH REVIEW EXERCISES.)

D. Objective Given material on inductive and deductive reasoning, causal relationships, etc., and practice using the material, the student will be able to discover the principles underlying critical thinking to discriminate fact from opinion, inferences and judgments.

1. In class discussion students determine the purpose of clear thinking. Write on board: Where do opinions come from? How to find the facts? How to interpret the facts?

2. In listening to or reading controversial material we need to ask ourselves certain questions in order to determine the relative truth of what we are hearing or reading. In class discussion students determine what these questions might be. (Teacher might have a list of questions handy, such as:

a. What is the person saying? Do I understand him?
b. What is his purpose? Is it stated or implicit? Is he disguising his purpose?
c. What kinds of evidence does he use? Fact? Inference? Judgment?
d. How reliable is this evidence? Can it be counted on? Is there other evidence, not presented, which might lead to a different conclusion?
e. Is the material logically organized?
f. Are the biases of the author important? Do they affect the validity of the conclusion?
g. How does the point of view expressed relate to what I already know and believe? To what others say?

3. Students spell correctly and define vocabulary words, such as "inferences," "valid," "premise," "deduction," "syllogism," etc.

4. Students identify facts and opinions from orally presented sentences or paragraphs. Or, from a list of similar statements students explain the difference between two statements, such as

   a. "No person in this room has red hair," and
   b. "Redheads are quick-tempered."

5. Students consider some "think-it-over" situations. Read them carefully. Think them over. Form an opinion. Decide what you think should be done in each situation. Then answer questions: What do you think? What would you do? Try to criticize your own thoughts?

6. Students discuss quotation, such as: "You can fool some of the people all of the time, and all of the people some of the time," using specific examples of illustrations to show why it has come to be generally accepted as true.

7. Students listen to taped recording of television or radio editorial. Discuss.

8. Students discuss clues that will help them recognize some kinds of generalizations, such as: use of the words <u>all</u>, <u>never</u>, <u>no</u>, <u>always</u>, <u>every</u>, <u>everyone</u>, <u>everybody</u>, <u>everything</u>. Students consider statements using such words and evaluate them.

9. Students consider list of generalizations and challenge each one. How might each generalization be tested and qualified? For example: Young people today have no respect for their parents. Labor union leaders are racketeers, etc.

10. Students make a list of 5-10 generalizations that they make in their own thoughts or speech. Then they rewrite them to show how they would qualify the statements to make them more logical or more accurate.

11. Students orally or in writing make inferences from generalizations as to intent or purpose, the device of persuasion being used, and the degree of truth.

12. Students analyze a newspaper article daily to determine the Who, What, Where, When, Why, and How of the information given.

13. To form opinions or make decisions, we use the best sources available. Discuss primary and secondary sources. From a list of sources, students identify those that are primary (original) and those that are secondary. (See WAYS TO CLEAR THINKING, Bulletin #SW11.)

14. Write a paper on "My View of the World of Business." If you've had a summer job in a business organization, you'll have some good material to draw on; if not, make what inferences you can on the basis of the businessmen you know.

15. Students respond to: If given unlimited funds for research and experience how would you prove or disprove certain assumptions, such as:

    a. Success in athletics means success in later life.
    b. Negroes did not make good combat soldiers in World War II.
    c. Babe Ruth made more home runs in the major leagues than Lou Gehrig.
    d. Russia has closed all the churches.
    e. The yellow race is inferior to the white.

    Also, which statements would be the hardest to prove or disprove? Which the easiest?

16. Students view English 11 ITV Videotape Lesson 45 on Inductive Reasoning. Follow by discussion and studying material in Warriner's Complete Handbook or other sources. Practice identifying examples of inductive reasoning.

17. As a creative writing or thinking experience, students hold a coin in front of them. This coin is the last artifact of this civilization. What can be determined about this lost civilization? Give reasons for these deductions. (Old coins might be used also.)

18. Students view English 11 ITV Videotape Lesson 46 on Deductive Reasoning and study examples, etc. in Warriner's Complete Handbook. Additional examples of deductive reasoning for practice in recognition might be presented on ditto or mimeographed sheets.

19. Students analyze the soundness of several types of syllogisms and correct any errors.

20. Given syllogisms in which one step is missing, students supply the missing step. Discuss the term "verbal dishonesty," pointing out the frequent use in modern advertising and political campaigns of the syllogism with the major premise missing.

21. Having studied the explanations of deduction and induction for each of the following, determine whether or not it is

    (1) a generalization based on induction, or
    (2) the conclusion of a deductive argument.

    A. All college students should live in dormitories.
    B. By and large, the students in this school are interested in politics.
    C. All men are mortal.
    D. Better take an umbrella; the forecast is for showers.

22. Discuss the three causal relationships from effect to cause, cause to effect, and effect to effect. Students decide: Is the assumed cause sufficient to produce the effect? Could the effect have been produced by another cause? What is linear thinking?

23. Students listen to tapes prepared in advance to illustrate the use of the testimonial and the false analogy. Test the analogy on the basis of these questions:

    a. Are there enough points in common between the things being compared?
    b. Is proof established?
    c. Does the analogy serve to clarify an argument?
    d. Will this analogy weaken if it is developed further?

24. Students practice analyzing different types of reasoning--inductive, deductive, causal relationships, analogies, and making judgments as to the soundness and unsoundness of the reasoning.

25. Student reads and then reports to the class on James Michener's KENT STATE: WHAT HAPPENED AND WHY as a prelude to class discussion of the causes and effects of student unrest on the campuses today. Or, Margaret Mead's CULTURE AND COMMITMENT: A STUDY OF THE GENERATION GAP might be read and reported on in considering the causes and effects of youth-adult relations leading to gap problems.

26. Students keep a notebook criticism or opinion page. The teacher motivates students to express their opinions or thoughts on the daily lesson. This is not a teacher evaluation, but an evaluation of the facts presented and the results of the students' efforts to examine the issues objectively and make judgments. Students hand

in these pages periodically, and they are used as a basis for class evaluation.

27. Students analyze items to show the reasoning involved. If you find the reasoning faulty in any way, state precisely what the error is. Example: I've had to let Maria go, and I'll never hire another Cuban. You just can't trust any of them!"

28. Students discuss the need for critical listening. Why is it important? Do SRA Laboratories Listening Skill Builder exercises after learning a listening method--TQLR--given in SRA Manual.

29. Students listen critically to a radio or TV news program with several listening points in mind or watch a newscaster interview a political candidate, government official or other prominent person. Consider this a chance to listen critically and intelligently. What kinds of questions does the newscaster ask? How are they answered? Are they really answered? Does the person being interviewed choose his words carefully? Does he use phrases that could mean more than one thing? Does the newscaster pin down a good answer? (Recommended: David Susskind, Bill Smith, etc.)

30. Students review the scientific method of reasoning and apply it to a problem of their own choosing, or conduct an experiment that is demonstrable in class.

31. Discuss the fact that many long-accepted axiomatic "truths" in science are being overturned today. Consider the kind of thinking needed to challenge old, well-established "facts" and to set up new concepts. (See Don Fabun, THE DYNAMICS OF CHANGE.)

32. Write a paper in which you define the scientific method as you understand it. Your account should be detailed. If possible, illustrate from one of the sciences you have studied.

33. Each student receives a work sheet with exact instructions for the performance of an experiment which can be completed at home. The experiment is written up and brought to school. Extra credit may be given for successful results.

34. Students draw up a Bill of Rights for Critical Thinkers. They decide what responsibilities go with these rights. For example: What responsibility is entailed in man's right to dissent, or his right to change his mind, or to express his own opinions and feelings.

35. "The object of science is to find rational explantions for what has seemed mysterious; religion is dependent on mysteries for its very existence. Therefore, as

science advances, religion must decline." Write an argument for or against the view expressed in this quotation.

36. Write a paper in which you present the best evidence you can that there is (or is not) a conflict between science and religion. (See Darwin's Idea of Evolution and possibly, James Frazer's GOLDEN BOUGH.)

37. A small group of 4-6 students collect an equal number of book reviews from newspapers and magazines. The reviewers should cover a variety of nonfiction fields. Each member of the group prepares an oral analysis, recording his observations on 3x5 cards. While he speaks, the review could be projected for the class on the overhead projector, or if necessary, the student could use the blackboard to list his points. The teacher may wish to suggest the use of these: Does the reviewer skim the surface or does he probe with perception? Does he dodge issues or meet them squarely? How? Show proof of your answers by referring to lines in the review.

38. Student chooses an issue which is of current importance in his school, town, or state. He presents the strongest argument he can in support of the position he takes. Then he writes a one-page or one paragraph analysis outlining the logical structure of his argument. He indicates in which sections he has argued deductively, inductively, or analogically, etc.

39. Several students choose a current school issue of general interest to the student body and prepare a debate on the issue. Arguments should be outlined; a persuasive conclusion should be given to try to move listeners to action. Students should present both sides of the debate and let the remainder of the class sit as judges as to the winning side. Or, class members may invite the school's debating team to visit the classroom.

40. Students consider a hypothetical problem or a real one that concerns every man--one that captures their interest. Students discuss with small group of classmates. What are their opinions? Their ideas for action? Do all agree? Why, or why not? Find out reasons. Maybe you can learn from one another. Finally, present a panel discussion.

41. Students read copy of the Student Council Constitution with intent of revising and updating it. They should go over it section by section; then they make suggestions. Groups of students working in committees present findings to large class. Then all elect a member to present their ideas at the next student council meeting.

42. Student justifies his decision about a personal problem, real or hypothetical, based on principles of critical objective thinking.

43. Students invite a medical doctor to present pros and cons of smoking as a cause of lung cancer in preparation for discussion or a writing assignment.

44. Students research a subject such as the relationship of smoking to lung cancer to evaluate the evidence. Reading critically they should keep in mind some of the questions that should be raised about evidence. For example:

    1. Is the statement one of fact, one of inference, or one of judgment?
    2. If of fact, is it reliable?
    3. Is the statement valid?
    4. Who says it? What is his competence?
    5. Is the material reasonably complete? Does it take into consideration opposing facts and inferences?
    6. Does it agree with other sources? Jive with what you know?

E. Objective As a result of involvement in group and individual activities, the student will determine what motivates people in making personal, societal, economic and political choices.

1. Students read dittoed article such as "See the Boy and His Hot Rod," by Sidney Harris (THE MIAMI HERALD, February 4, 1964) to stimulate thinking about values of the past to lead to a consideration of present values and how we come by them.

2. Students read "The Night One Million Americans Panicked," in SCOPE, October 27, 1969 issue. Discuss. Why did some people panic? Relate to fear as a motivation force and the need for critical listening and thinking. (Listen to tape of original Welles's broadcast, if available.)

3. Students exercise their ability to form logical opinions by reading article on "George Orwell's 1984" in SCOPE, April 18, 1969 issue. Orwell believed that the world would become socialistic, that all businesses and property would be owned by the govennment, not by individuals. The rulers would be mad for power. To stay in power they would control the minds of the people. They would live well, but most people would be kept poor and ignorant. Do you agree with his views? If you feel he is wrong, what are YOUR views? What do people need in order to be free and to live the "good" life? Are there some needs that are the same for every man? Discuss: "Freedom is the freedom to say that two plus two is four." Why not, 2+2=7, or 8 or 9?

4. Students select six or seven advertisements from newspapers and magazines. Write a paper analyzing the devices advertisers use to attract our attention and persuade us to buy their products. Submit the advertisements (or copies of them) with your paper.

5. Students volunteer to examine the advertisements in a copy of a magazine such as EBONY published primarily to appeal to the BLACK population. Then do the same with a copy of LIFE or LOOK. Make two lists, one headed BLACK APPEAL, the other WHITE APPEAL. Number the appeals and identify them. Did you find any significant differences in the kinds of appeals made in each magazine? If not, why do you think there aren't any? If so, what are they? What inferences can you draw from your study? Any conclusions? Report to class.

6. Using wall-sized advertisements from EBONY that are captioned "Is This Any Way to Sell Toothpaste to a Negro?,"(Other ads and suggestions for their use are contained in a portfolio entitled BLACK AND WHITE AMERICA, available from TIME for $2.00.), students consider why a Negro would not respond to the ad. Then students create an ad that they think would appeal to both black and white consumers.

7. Several students visit an advertising agency to interview an advertising agent and report to the class their findings. Students should be able to report facts on such things as the cost of an ad in a daily newspaper, weekly magazine, etc.; how and why a certain technique was chosen to sell a product.

8. Define "ethics in advertising." Then go on to defend or attack this assertion: "Ethical practices are often ignored by advertisers."

9. Discuss the following statement: "Advertising doesn't just satisfy our legitimate needs. It creates in us the impression that we must have new products or new models which we really don't need at all. Sometimes we don't even want them."

10. Students volunteer to write essay for school conducted contests on advertising, "Speak Up for America," etc.

11. Students consider: If you were alone on a desert island and could choose only one medium from which to receive information, which would you choose and why?

12. Students tell about experiences they have had with salesmen and the types of persuasions used.

13. Two students prepare a dramatized dialogue between a salesman and a prospective customer. After presenting it to the class, the members make comments and discuss

the types of persuasive techniques used by the salesman and how well the customer did/did not resist the techniques.

14. After reading a book of his own choosing, a student prepares a brief argumentative speech beginning with the statement: "All (grade level) students should read (or not read) (name of book)." Each talk should have three clearly defined reasons backed up with specific examples. Students should be encouraged to use any logical tactic they desire in their argument. As the speeches are being given, the other students take notes on the arguments and make comments on whether or not they are logical, justified, too general, poorly developed, etc.

15. Student volunteers to read aloud in class "Why Are American Consumers Angry?" SCOPE, April 5, 1971, pp. 4-11. Class debates either of these questions:
    (1) Do people have a right to sell whatever they want in whatever way they choose--and does the customer just have to be careful?
    (2) Should the government--local, state, or federal--do more to protect consumers?

16. Individual students visit supermarkets and mark down sizes and prices for various competing items. Can they determine the price per ounce of each brand and size? Which is cheapest? Can more expensive products sometimes be better than cheaper ones?

17. Students elect to survey people in school or community. Have they ever had bad experiences with faulty products, dishonest credit deals, or bad repair services?

18. Class invites a local home economics teacher or someone from a local consumer protection agency to speak with them about how consumers are protected or can protect themselves in the community.

19. Students listen to lecture and take notes on THE HIDDEN PERSUADERS by Vance Packard. (An outline appearing on overhead projector will be helpful.) Then answer these questions:
    (1) What is Motivational Research?
    (2) What are some of the sub-surface motivating factors which influence our buying habits?
    (3) According to motivational researchers, why do people smoke?
    (4) Are we influenced by package colors and design?
    (5) Why do we prefer certain automobiles?

20. After having read THE HIDDEN PERSUADERS by Vance Packard, a student or small group of students, plan one of the

following types of advertisement to produce and present to the class:

(a) Write a plan for a TV commercial about the book.
(b) Plan and prepare a dummy for a magazine or newspaper ad, pretending that the book is newly published and being introduced for the first time to the public. This dummy should be the size of the ad with the lettering, copy, illustrations, etc. pasted on in bits and pieces.
(c) Design a poster to be used in a bookstore or school library to advertise the book.
(d) Design a bulletin board display for the classroom.

21. Students view filmstrip and listen to recording of NEW YORK TIMES "The Presidential Sweepstakes," May 1968. Then discuss the "packaging" of a candidate in the 1960's. How will this practice affect the 1972 election?

22. "Televised debates between the nominees is the best method of conducting a Presidential campaign. Such debates will limit the demagoguery and deception which are too often characteristic of political speeches. After listening to and watching the candidates debate the issues, citizens can be expected to make a responsible choice between them." Write an argument in which you present your reasons for agreeing or disagreeing with this proposal.

23. At least two students read THE UGLY AMERICAN, after which each student prepares ten questions about the book. These questions must be fact-probing and thought-provoking. The questions are exchanged and each student gives impromptu oral answers to the questions prepared by the other student. Students are responsible for checking on accuracy of answers to the questions they prepared.

24. Students discuss ethnic prejudice by answering the following questions:
(1) How do people become prejudiced?
(2) Why are people prejudiced?
(3) How is prejudice transmitted?

25. According to Webster, prejudice is "an opinion or leaning to anything without just grounds or before sufficient knowledge." Students make lists of their likes and dislikes. They should include everything, from people to objects to ideas. After examing these lists, students will discover that each statement is a kind of value judgment. Any value judgments for which one has no first-hand experience or factual evidence is a prejudice. Prejudgments become prejudices only if they are not reversible when exposed to new knowledge. Students might challenge each other's statements to see if they reverse themselves when presented with new information.

26. Students decide whether or not television roles for Blacks lack credibility, after critically viewing such programs as "Julia" and "I Spy" and "Flip Wilson." Harry Belafonte claims that only "one-dimensional Negroes" are shown. What do you think Belafonte means by a "one-dimensional Negro"? Is his characterization accurate?

27. Students view films WHERE IS PREJUDICE? PART I AND II, then discuss the Civil Rights movement. Other films may serve the same purpose. Students discuss prejudices and discrimination, and finally, what can I do?
(BLACK AND WHITE AMERICA, a teaching aid from THE TIME EDUCATION PROGRAM, TIME, Rockefeller Center, New York City, 10020, February 1969, is available for $2.00.)

28. Students discuss: When does prejudice become discrimination? (In "Minorities in American Society," Charles Marden and Gladys Meyer make this distinction: "Whereas prejudice is an attitude--discrimination is an action." In other words, discrimination is acting out your prejudice.) Then students give examples of discrimination if it exists in their school or in their community. They may also want to evaluate discrimination in terms of current events. For example: Is the draft discriminatory?

29. Students collect several editorials or by-lined articles on same topic. Hold a symposium, comparing the articles you have collected. What opinions do they express? Are they all the same? Are some writers more convincing than others? Why? Have you read enough to form YOUR opinion on this subject? If not, what other kinds of information will you look for?

30. Today problems plague many schools. Address a letter to the school board of the high school you attend. Single out the three or four most serious weaknesses of the school you attend and argue for specific ways of correcting the deficiencies.

31. Write an analysis of the major problem or "excitement" that is distracting you from your studies. Make clear its importance to you and indicate the ways (successful and unsuccessful) in which you try to cope with it.

32. Should a young man put in his period of military service before he enters college? Should he interrupt his college career to take his training? Or should he delay his training, if possible, until after he has graduated from college? Write a paper setting forth your reasons for recommending one of these courses of action.

33. "Intellectual training that is divorced from moral training is worse than no intellectual training at all. Schools should take the responsibility of developing the

character of the student as well as his mind." Write a paper expressing your agreement or disagreement with this view. If you agree, be specific about the kind of moral training you advocate. In either case, cite reasons in support of your position.

34. "Conformity is not a special characteristic of business; it is a characteristic of all organizations of whatever nature." Discuss the ways in which you as a student are expected to conform to the "organization" of school society. Then evaluate these demands.

35. One writer has given the label of sacred cow to "Big Business," another has given it to "Togetherness," a third has given it to "Science." Choose an element or aspect of our society which in your opinion deserves the label of sacred cow and write an essay on it.

36. "You change people's attitudes by changing their behavior first. And you change behavior by changing institutions--the institutions that require us to behave in racist ways." Students consider this statement made by Harvard psychologist Thomas F.Pettigrew and then examine the institutions they are affiliated with--clubs, teams, church groups, student council and so on. Do these institutions condone or perpetuate racist behavior consciously or unconsciously, through prejudice or custom? If so, can these institutions be reformed and are they worth reforming? How might students hope to effect a change?

37. Students visit City Council meeting when current controversial issue is being discussed. Class discussion revolves around identifying the problem, defining it, considering courses of action, evaluating what is said and done and drawing conclusions.

38. Several students prepare a simulated court trial about a current important school problem, or a current controversial problem of wider significance than the local school. Both prosecution and defense sides should be presented to the presiding judge and/or jury chosen from the remainder of the class. The students representing the prosecutor and the defense attorney should be well-prepared for their summations.

39. Students choose two areas of the world that are critical from an economic and/or political point of view. Read a non-fiction book about each and write a comparative analysis of the situations responsible for the problems or crimes. This should not be a summary of each book, but a comparison of the opinions and presentations of the two authors supported by evidence from the books.

F. Objective When presented with principles of clear thinking and when given examples of false reasoning, students

will be able to discuss critically various fallacies in logic.

1. Students identify orally or in writing irrelevant sentences in paragraphs read to them. Follow by doing several exercises in Warriner's Complete Handbook or other sources.

2. Students view English 11 ITV Videotape Lesson 47 on Common Fallacies which dramatizes the following common fallacies in reasoning: ignoring the question, begging the question, hasty generalization, false analogy, and mistaken causal relationship. Using mimeographed sheets containing additional examples of the above errors in reasoning, students determine the fallacy which applies to each example.

3. Students listen to teacher-taped recording of Max Shulman's "Love Is a Fallacy" to recognize the examples of previously studied fallacies: hasty generalization, false analogy, etc.

4. Students identify the fallacy in this example: You slip on the stairs and sprain your ankle. Looking back on events preceding the accident, you recall that a black cat had crossed your path earlier in the day. You blame the cat for your bad luck. (For other examples, see Warriner's Complete Handbook, pp. 407-413.)

5. Life and literature abound in analogies which are often helpful tools in learning, but no analogy can conclusively prove anything. The fallacy comes in when we use an analogy in lieu of proof, read more into it than the facts warrant, and note only similarities while ignoring the differences. Students collect examples of figurative analogies (metaphors, folk sayings, etc.) to decide on their aptness or falsity. For example: Shylock's "I am a Jew. Hath not a Jew eyes, etc." speech from THE MERCHANT OF VENICE is an apt analogy that doesn't prove anything.)

6. Students listen to a taped talk on a controversial issue from a TV or radio commentator. Answer questions, such as: What is the chief argument presented? What assumptions are being made? Are there any fallacies in the reasoning? To what extent do you find the argument persuasive, and why? Is the talk slanted or representative of sound critical thinking?

7. Students clip their own horoscopes from the daily newspaper for a period of about two weeks. These horoscopes should be attached to another sheet of paper containing a critical analysis of the predictions. The analysis should show why it would be almost impossible to prove by objective evidence that the advice given would apply

only to the people born under the sign of that constellation. Students should note that the writer of the horoscopes has protected himself against accusations that they are false.

8. Students read "ESP-Is It Real?" in SCOPE, January 17, 1969 issue. Discuss: Was it luck? (A streak of luck like that in the story could happen only once in 150 million chances.) Or was it ESP--the power to know about events before they happen? Students decide: What is ESP? How does it work? and Is it for real?

9. Students collect arguments that are "incompetent, irrelevant, and immaterial" while watching TV performances. (Perry Mason re-runs, Ironside, The Young Lawyers, etc.) Bring to class for discussion.

10. Students consider a list of name-calling terms which label people automatically. Students' reaction may be positive, negative, or indifferent. On list some student terms should be included. Examples: top-teen, All-American boy, hot-rodder, egghead, square, etc.

11. Students read "Teen-age Corruption" by Mentor. (Although the article is purposely vitriolic and does not convince by any use of logical reasoning, students find it a challenge identifying the faulty reasoning in it.) Source: "Semantics and Critical Reading," ENGLISH JOURNAL, September, 1966.

12. In an essay students set forth society's stereotype of the teen-ager. Then they should use all the means of argument at their command to demolish the stereotype.

13. Students decide what kinds of stereotypes the following suggest: (1) Fraternity X will not admit Jews to membership.
    (2) Russia can never equal the United States in industrial production.
    (3) Women drivers are all the same.
    (4) Company Y will not hire men over 45.
    (5) Elementary school teachers should not be seen drinking in public places.

    How do you test the validity of these stereotypes?

14. Students consider the effects of scapegoating, the weapons used by scapegoaters, and how one should avoid becoming a scapegoater. (Article by Mike Baxter, "Calley Was Scapegoat, Public Says" in THE MIAMI HERALD, March 30, 1971 and Telford Taylor's article, "Judging Calley Is Not Enough" in LIFE, April 9, 1971 might be discussed.)

15. "American boys are handy with tools, are effective trouble-shooters with all sorts of machines and are of-

ten apt pupils in mathematics, physics and chemistry." A correspondent of yours in a foreign country has read this statement about American boys, and he wants to know whether or not it is true. Write a letter in response to his inquiry. You may, of course, agree or disagree with the statement. In either case, keep your discussion simple and make concrete references to your own experiences or to the experiences of your friends.

16. Choose a widely held belief which you regard as fallacious and write a refutation of it. Sample fallacies are as follows: Childhood is the happiest time of life. Intellectual ability is the one thing necessary for success in school. There's no place like home.

17. Using test questions in READING-REASONING by McCall and Smith, students identify errors or fallacies in reasoning, such as: the shifty word fallacy, the false authority fallacy, the either-or fallacy, the circular thinking fallacy, the false analogy fallacy and many more. (Over 78 lessons and Student Record Blanks are included in each workbook.)

18. Students volunteer to research the Salem Witch Trials of 1692 and orally present to class their findings. Class considers: How logically were the trials conducted? How large a part did superstitions play in these trials? For what other reasons were people arrested and hanged as witches? Are we superstitious today? In what ways?

19. Students select a topic and do research requiring critical thinking. A variety of topics are suggested in Martin Gardner's book FADS AND FALLACIES. Examples: What are the facts regarding Atlantis? Can character be read from handwriting? Is clairvoyance a science or pseudo-science? etc.

G. Objective Given examples of propaganda and practice in recognizing it, students will be able to discriminate between good and bad propaganda and draw inferences from selected items of propaganda.

1. Students listen to lecture on what is propaganda, who uses it, and where does propaganda lead in order to understand the use of propaganda and how it may produce favorable or adverse effects. Follow by viewing film MINISTER OF HATE, Dade County A.V. #1-31040. Discuss.

2. Students with aid of teacher devise a checklist for propaganda. Sample checklist:
    1. Is this fact or opinion?
    2. What does the writer or speaker hope to gain by persuading me to believe this point of view?

3. Am I going along with him because of my own prejudice?
4. Do I have enough facts to reach a conclusion?
5. Am I accepting the idea because others are doing it or because it has merit?

3. Students read principles and techniques of propaganda as presented in Warriner's Complete Handbook or another source and then do exercises. Also, the use of the Big Lie, scapegoat technique, creation of martyrs and heroes, and other techniques as suggested in Stuart Chase, GUIDES TO STRAIGHT THINKING might be discussed. Students collect up-to-date examples from various media.

4. Students view transparencies on some techniques of propaganda made from political and social cartoons culled from newspapers and magazines to determine the purpose and effectiveness of the media.

5. To stimulate open and free dialogue about stereotyped racial myths, use material students can quickly relate to: cartoons, movies, television and advertising. For example, racial attitudes involve a whole range of subtleties that offer a tempting target for the cartoonist. How do students interpret the cartoons? (A variety of cartoons touching on various aspects of race relations can be found in TIME, NEW YORKER and PLAYBOY magazines. The syndicated cartoonist Jules Feiffer often uses racial themes in his drawings.)

6. Students view videotape on the television program STAR TREK which deals with prejudice arising from physical differences between two visitors from the planet Charon aboard the space ship ENTERPRISE. (Film avialable from Channel 7, Miami.) Discuss.

7. Depending upon the special conditions in school or classroom, an imaginative approach to the problem of discrimination may be taken by holding a "Discrimination Day." The school or class may be divided into the "superior race"--those who wear eyeglasses--and an "inferior race"--those without glasses. (Or, some other dichotomy may be made, such as brown eyes, blue eyes as done in an elementary school.) As part of the experiment students paste up signs over washroom doors, drinking fountains, and in cafeteria areas restricting most of the facilities to the superior race while leaving only a few for the inferior one. Teachers can also cooperate by giving the inferior race fewer privileges, complicated and confusing orders, etc. At the end of a specified time, the roles can be reversed. Eventually students evaluate the experiment.

8. Student volunteers to investigate and report on the role propaganda played in World War II (or any other war) or in Hitler's Germany, etc.

9. Student reports on "The Voice of America" program as a propaganda weapon.

10. Students view on overhead projector strong political cartoons which have had great effect on propaganda. Discuss the reasons why these cartoons have had such an effect. Then students, using a current issue of the newspaper, either prepare their own political cartoons or clip and bring to class for discussion several examples of recent political cartoons. The best original cartoons submitted can be reproduced on transparencies for class viewing.

11. Students investigate the front page and the editorial section of newspapers for propaganda techniques. Class discusses "yellow journalism" and sensationalism in the headlines.

12. Students dramatize propaganda techniques. Members of the class identify the techniques.

13. Students volunteer to read famous political speeches to class or taped speeches can be played. Students ask questions that test for propaganda and discuss all inferences and judgments that they make.

14. Several members of the class write political speeches for office they might run for in school. Rest of class question the students and evaluate the speeches.

15. To review propaganda techniques previously studied, students view film PROPAGANDA TECHNIQUES (Dade County A.V. #1-00308). Then from newspapers and magazines, they clip examples of the seven techniques (glittering generality, name calling, card stacking, testimonial, plain folks, bandwagon, and transfer) and prepare a notebook of these techniques. The notebook could be a duotang or folder of the student's own design. Each example of a propaganda technique should be so labeled along with a brief written summary as to why the student thinks that this technique is the one involved in the example.

16. Several students volunteer to write and present satirical skits dealing with exaggerated propaganda in advertising. For instance, the emphasis placed upon the retention of youth by advertisers, etc.

17. Students discuss the problems of censorship. Who should censor? When? Where? Why? How? Is government censorship really necessary in a democracy?

18. Write a paper on the issue of censorship in a democracy. In the course of your paper, say whether censorship is under certain conditions (1) necessary and (2) desirable. If you think it is, state clearly what those conditions and circumstances are.

19. Students view filmstrip and listen to recording of "The Regulatory Agencies" in The New York Times' U.S. GOVERNMENT IN ACTION filmstrip series. Then research the functions of FCC to determine what controls the government exercises over radio and TV. Hold a debate on the FCC's regulatory system, presenting some alternatives to it.

20. Students discuss the propaganda techniques used in current political campaigns. Or, listen to DIALOGUES ON DEMOCRACY, Vol. I, "Conventions and Campaigns."

21. Students, considering the effectiveness and relevance of education in today's world, examine the role of education in assisting the individual to differentiate between good and bad propaganda. (Teacher might read Neil Postman and Charles Weingartner, TEACHING AS A SUBVERSIVE ACTIVITY, for ideas.)

22. Several students volunteer to read Eric Hoffer's THE TRUE BELIEVER and prepare a panel discussion to present to the class.

23. From the devices of propaganda studied, choose one which interests you and write a paper on it. Use as many illustrations as you can find in editorials, cartoons, advertisements, and political speeches. In the course of the paper show how the device may be used to influence an audience to what you consider a "good" end and how it may be used to influence an audience to what you consider a "bad" end.

H. Objective Given appropriate materials on which to base decisions, the students will be able to analyze the devices, targets, and effectiveness of satire.

1. Students view transparencies A FOCUS ON SATIRE on overhead projector. Discuss and take notes on the targets, devices, and effectiveness of different types of satire.

2. Students view feature-length films such as DR. STRANGELOVE and/or THE MOUSE THAT ROARED as examples of satire. Discuss.

3. Students view political cartoons or transparencies of comic strips such as "Peanuts," "Li'l Abner," and "Pogo." MAD MAGAZINE, also, has satirical materials, etc. Analyze the target and effectiveness of the satire.

4. Students examine various media for evidences of satire, and if possible, bring examples to class for analysis.

5. Individual students volunteer to read and present orally excerpts from books by the outstanding 20th century

satirists such as Philip Wylie, Evelyn Waugh, H. L. Mencken, Sinclair Lewis, George Orwell. Some may volunteer to read complete works and have panel discussions.

6. Students determine the targets of satire found in selected pieces of literature such as VOLPONE, by Ben Jonson; MAIN STREET and BABBITT, by Sinclair Lewis; THE LOVED ONE, by Evelyn Waugh; GULLIVER'S TRAVELS, by Jonathan Swift; and others.

7. Students write an original satirical paper using the kindly satire of Chaucer or the more caustic and biting satire of Swift. They may satirize a person, place, or thing of their own choosing. Students exchange papers and enjoy.

8. Students consider the following famous maxims and explain how George Orwell incorporates them into Nineteen Eighty-Four: (1) the end justifies the means
   (2) power tends to corrupt and absolute power tends to corrupt absolutely
   (3) democracy is a government of laws, not men
   (4) revolution devours its own children.

9. After a brief lecture on symbolism in literature and viewing the film SYMBOLISM IN LITERATURE (Dade County A.V. #1-11785), students consider the outstanding symbol in the novel they are reading and in what ways this symbol dominates the story. For example, the outstanding symbol in Nineteen Eighty-Four is dust.

10. Called the "only first-rate satirist of our time," Orwell was deeply influenced by the writings of Swift, especially Gulliver's Travels. Students elect to write a paper comparing Orwell's satirical method in Nineteen Eighty-Four to Swift's. Explain how Orwell carried out in his novel Swift's "perception that one of the aims of totalitarianism is not merely to make sure that people will think the right thoughts, but actually to make them less conscious."

11. Students plan cooperatively with teacher additional assignments which may be developed individually on the subject of satire.

12. Projects can be devised from a study of literary critics of a generation or more ago. Such critics as Van Wyck Brooks, Lewis Mumford, H. L. Mencken, Albert Jay Nock, James Gibbons Huneker, Joseph Wood Krutch, Carl and Mark Van Doren, T. S. Eliot and Virginia Woolf--all used the art of ridicule and/or irony in their criticism.

13. Subtle, literary criticism of the following contemporary American and English writers may be read and reported upon for extra-credit assignments: William York Tindall,

Alfred Kazin, Lionel Trilling, Robert Penn Warren, William Empson, Northrop Frye, F. R. Leavis, W. H. Auden, Stanley Edgar Hyman, R. S. Crane, F. W. Bateson, and R. W. Stallman. (Others are listed and discussed in Edmund Wilson's THE BIT BETWEEN MY TEETH.)

IV. STUDENT RESOURCES

A. State-adopted textbooks

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Shafer, Robert E. and McDonald, A. Success in Reading, Books 1-6. Atlanta: Silver Burdett Company, 1967.

Warriner's Advanced Composition: A Book of Models for Writing, New York: Harcourt, Brace and World, Inc., 1961.

B. Non-state-adopted supplementary materials

1. Textbooks

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_____, Main Street, New York: Harcourt, 1948.

McGinnis, Joe, The Selling of the President, Trident Press, 1969.

Meade, Margaret, Culture and Commitment: A Study of the Generation Gap, Garden City, New York: Doubleday, Inc., 1970.

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Montagu, Ashley, The Natural Superiority of Women, New York: Macmillan, 1953.

Murphy, Raymond J., How to Be a Logical Thinker, New York: The Citadel Press, 1965.

The New York Times Election Handbook, ed. by Harold Faber, Signet Book available from The New American Library Inc., 1301 Avenue of the Americas, N.Y.C., 10019

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V. TEACHER RESOURCES

A. Textbooks

NONE - except those non-state-adopted books listed under student resources.

B. Professional books and periodicals

1. Books

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C. Films and Video Tapes

	Dade County AV #
The Civil Rights Movement: The Personal View	1-31689
Deductive Reasoning, English 11 ITV Lesson #46	
Developing Self-Reliance	1-00570
The Eye of the Beholder	1-30023
Fallacies in Reasoning, English 11 ITV Lesson #47	
Freedom to Read	1-10009
Gateways to the Mind, 2 Parts	1-30718 1-30719
Getting Along With Parents	1-10087
Getting the Facts	1-00110
The Hand	1-13819
How to Judge Facts	1-00178
How to Keep What We Have	1-10173
How to Lose What We Have	1-10174
Inductive Reasoning, English 11 ITV Lesson #45	
Is There Communication When You Speak?	1-13336
Justice Under Law: The Gideon Case	1-31578
Minister of Hate	1-31040
Our Town Is a Classroom	1-10277
Picture in Your Mind	1-10146

Portrait in Black and White, 2 Parts		1-31649 1-31654
Pressure Groups		1-10167
Star Trek, 9-10210, Video tape available from Channel 7, Miami, Florida		
Symbolism in Literature		1-11785
Voices of the People		1-10141
What About Prejudice?		1-00278
Where Is Prejudice? 2 Parts		1-31614 1-31619
Your Amazing Mind		1-10378
Your Communication Skills:	Exchange of Ideas	1-01170
	Listening	1-01172
	Reading	1-01171
	Speaking	1-01173
	Writing	1-05754

D. Filmstrips, Records, Tapes

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"Drama of Everyday Words," 12", 2s, 78rpm 4-40388

*Mass Media: Their Role in a Democracy, (1 record, 1 filmstrip, Discussion Manual) January, 1971

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